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# Title I Fall Update

## Federal Monitoring Report

By: Diane Lowery

During the week of March 22-25, 2004, a team from the U.S. Department of Education's Student Achievement and School Accountability Programs (SASA) reviewed the South Dakota Department of Education's administration of Title I, Parts A and B. The federal team, along with three DOE staff, visited three districts on-site and conducted three conference calls with three additional districts. Numerous department staff spent time with the review team as it reviewed a number of major activities, including review and analysis of State assessments and State accountability system plans, review of the effectiveness of the State's instructional improvement and support measures to benefit districts and schools, and review of compliance with fiscal and administrative oversight required of the department.

The report was generally favorable, with three commendations citing the department's commitment to schools in school improvement, the development of the statewide student management system, and the department's Consolidated Application plan system of technical assistance and

approval. Nine recommendations were given indicating suggestions for improving the department's implementation of accountability, instructional support, and fiscal oversight. The department has responded to all recommendations, indicating how these suggestions might be incorporated into the state's Title I program.

Four findings were issued concerning supplemental educational services (SES) and three issues surrounding Title I services to private school children. DOE will revise its SES application and administrative procedures to strengthen its monitoring efforts and include a process for removal of SES providers from the state's approved list, if necessary. Further guidance for districts providing Title I services to private school children will be provided. Program management and consultation requirements will be reviewed and clarified in the coming months. Districts are encouraged to review the USDOE guidance document for private school services which can be found at:

Continued on Page 7



# National Title I Conference

## January 29 - February 1, 2005

### Atlanta, GA



Don't Delay..... Register Now!

Last year's National Title I Conference sold out early... and this one is expected to do the same. Register early and guarantee your spot at this important professional development event.

Choose from three strand options:

1. Communication & Coordination
2. Policy & Practice
3. Teaching & Learning

Visit the [website](#) for full conference details including agenda, registration and hotel options, deadlines, and more.

If you only attend one professional development program this year, make sure this is it. Join more than 2,500 of your colleagues in Atlanta, January 29 through February 1.

Questions? Call 800-256-6452 .

## Accountability Workbook

By: Diane Lowery

USDOE has approved South Dakota's amendment to its accountability workbook. The amendment is in regard to the identification of districts for improvement status. The revised system looks at each district's three grade spans: elementary (grades 3-5), middle school (6-8), and high school (grades 9-12). The percent of students proficient and advanced for each of the grade spans will be compared to the appropriate AMO established for that grade span to determine if AYP was met for the grade span. Confidence interval, Safe Harbor, and 2 year averaging will also apply.

A district will be identified for district improvement status only if all three grade spans fail to make AYP for two consecutive years for the same subject.

Programming is taking place at this time to run the calculations. Districts will be notified of district improvement status once the calculations are complete.

A meeting for districts in improvement status will be provided and details will be given once identification is complete.



## Housekeeping

How long do I have to save files and records?

It is recommended that records be kept for 3-5 years. The state monitoring system is set up on a five year cycle meaning that each school will be review about every 5 years.

It is also recommended that documentation of participation in the Title I program and parent signatures for non-participating in the Title I program be added to the student's cumulative file.

Local program information for the past 3 years must be kept for audit purposes. Migrant COE's must be kept on file for 7 years.

## School Improvement

By: Diane Lowery

Districts were provided the Dakota STEPS test results prior to July 1<sup>st</sup> and given the opportunity to review the data for possible errors. AYP and school improvement status were announced in early August. The ten-day appeals period ended on August 16. DOE has responded to all appeals and the NCLB Report Card will be revised reflect the final list of schools in improvement status.

There are 106 public schools identified for school improvement, 59 of which are Title I schools. All 59 title I schools must offer parents of all students attending the school the choice of attend another school(s) within the district if such choice is available. There are 19 Title I schools in level 2 or higher of school improvement; these schools must offer supplemental educational services (SES) to parents of all eligible students in the school. Eligibility for SES is based upon poverty determined by eligibility for free or reduced lunch.

South Dakota has three Title I schools in level 3. The districts containing these schools will be applying a corrective action to the school. This may include hiring a consultant to inform the school or extending the school day or year in addition to other possible sanctions outlined in federal legislation and regulations. There are two schools that are in Level 4 of school improvement. Their districts will take this school year to devise a restructuring plan designed to raise the student achievement levels in these two school. If the schools do not make AYP again next year and progress to Level 5, the districts will be required to implement the restructuring plan the following year.

The Department of Education (DOE) sponsored a School Improvement Conference in Pierre on August 16<sup>th</sup>. Each district with one or more schools in school improvement status was required to send at least one representative to the conference. The conference opened and concluded with a general session with four time slots for break-out sessions provided. Staff from Alcester Hudson elementary school and Wagner Junior High shared their school's story of going through the school improvement process and the positive impact that had on raising student achievement in their schools. Participants were informed of timelines and requirements for all public schools in school improvement status and the technical assistance that would be provided to them by DOE. Several breakout sessions were provided to explain the specifics of the additional sanctions that are applicable only to Title I schools: choice, supplemental educational services (SES), corrective action, and restructuring. Title I schools are eligible for additional school improvement funds provided through Title I.

Schools are now in the process of analyzing their school's data including Dakota STEP scores and other academic measures, student demographic and perceptions data, teacher qualifications and considerations, and family and community involvement and viewpoints. DOE offers Data Retreats for all schools through the seven regional Educational Service Agencies (ESAs) recently established in the state. (See related article on page 4). ESA staff and School Support Team (SST) members will provide assistance to schools during the next couple of months as they develop their school improvement plans. Schools must submit their plans to their own districts for approval. All plans must be implemented no later than the first of the



## Educational Service Agencies

The Department of Education has contracted with seven regional Education Service Agencies to provide training and services to schools throughout South Dakota. Directors for each region have been selected and include:

**Region 1** - Larry Furney, Hayti

**Region 2** – Dan Goodwin, Sioux Falls

**Region 3** – Dan Guericke, Platte

**Region 4** – Dr. Sharon Tebben, NSU, Aberdeen

**Region 5** – Gerry Heck, Isabel

**Region 6** – Randy Morris, Pierre

**Region 7** – Randy Morris, BHSS, Rapid City

For the 2004-05 school year, ESA personnel will be trained to facilitate professional development opportunities for schools in the following areas:

1. **Facilitate training in school improvement planning**
2. **Facilitate training in the use of data analysis**
3. **Provide technical assistance with consolidated applications**
4. **Provide professional development training in various curriculum areas such as curriculum mapping and other topics in development**

For more information regarding the new Education Service Agencies go to:  
[www.state.sd.us/deca/esa](http://www.state.sd.us/deca/esa)

## Important message for Special Education teachers and directors

By: Dawn Smith

For the **spring** administration of statewide assessment, Special Education teachers **should not use** the current STAARS portfolio for students who require an alternate assessment. No Child Left Behind (NCLB) mandates all students be measured on their knowledge of the general curriculum, which stands up to validity and reliability standards. The department's Special Education Programs is in the process of revising the STAARS alternate assessment, in order for students with disabilities to participate fully in the statewide assessment system. Special Education Programs will notify educators when the new alternate assessment is available. Please check the Special Education web site at [www.state.sd.us/deca/Special/](http://www.state.sd.us/deca/Special/) for updates. Questions should be directed to the Department of Education's Special Education Programs at (605) 773-3678.

**Important information for alternate assessment students grades 5 and 9 taking the SAT 9 writing assessment** For the fall 2004 administration for the SAT 9 writing, students who require an alternate assessment will take the Language Arts portion of the STAARS.

## Schoolwide Programs

Title I schools with a poverty level of 40% or greater are eligible to operate a schoolwide Title I program. Those buildings were sent an invitation to attend the Schoolwide Conference scheduled in Pierre on Sept. 27. A DOE (Department of Education) data retreat for those schools choosing to plan a schoolwide program will be held Nov 1-2 in Pierre. Attendance at both the DOE schoolwide conference and one of the DOE data retreats are mandatory for schools planning a schoolwide program next year. If you are eligible and interested in operating a schoolwide program, send registrations in to Carol Uecker as directed in the invitation.

If you have any questions regarding Schoolwide Programs please contact Beth Schiltz at 773-4716 or email at <mailto:Beth.Schiltz@state.sd.us>



## The What Works Clearinghouse Website

The What Works Clearinghouse now has two reviews available. Those reports are: "Are there effective middle school math curricula?" and "Does Peer-Assisted Learning work?" To check out these reviews go to the What Works Clearinghouse website at <http://www.w-w-c.org/>

## Paraprofessionals

For information regarding the certification of paraprofessionals, please visit the South Dakota Department of Education's paraprofessional website at <http://www.state.sd.us/deca/OPA/ParaproCertification/papapro.htm>. This website includes paraprofessional requirements, FAQ's regarding the certification exam, online certification exam options, the exam registration booklet, exam preparation tools, professional development information, and much more. For additional information, contact Nicole Kranzler at [nicole.kranzler@state.sd.us](mailto:nicole.kranzler@state.sd.us) or at 605-773-3426.

## English Language Proficiency Standards Approved by Board

By: Ann Larsen

English Language Proficiency standards were approved by the South Dakota State Board of Education at their July meeting. English Language Proficiency standards highlight the English language development goals for English Language Learners (ELLs) as they move through levels of English proficiency in listening, speaking, reading and writing. They are designed to guide ESL teachers in their instruction of ELLs and to provide a bridge to South Dakota's Communication Arts and Math content area standards. The ELP standards are used by ESL teachers when they are working with ELLs to gain proficiency in the English language as measured by the Stanford ELP assessment.

The ELP standards are posted on the department's website at <http://www.state.sd.us/deca/TA/titleIII/elpstandards.htm>.

Performance descriptors for ELLs in the content areas of reading and math are available for classroom teachers to use when teaching reading and math content to ELLs. The performance descriptors are organized into proficiency levels. These proficiency levels describe how an ELL student performs in English and reflect increasing acquisition of English language skills. To identify increasing proficiency in English language acquisition in reading, the levels for English language learners contained in this document are labeled as follows:

- **Proficient:** An ELL student performing at the proficient level reads, writes, speaks, and listens in English with language proficiency adequate to meet expectations for the student's grade level.
- **Intermediate:** An ELL student performing at the intermediate level reads, writes, speaks, and listens in English with language proficiency adequate to meet some expectations for the student's grade level, but is not yet fluent enough to sufficiently meet grade-level expectations.
- **Basic:** An ELL student performing at the basic level is starting to read, write, speak, and listen in English, but is not fluent enough to function in English without assistance.
- **Emergent:** An ELL student performing at the emergent level has very little ability to read, write, speak, and listen to English. The student has a few isolated words.
- **Pre-emergent:** An ELL student performing at the pre-emergent level does not understand enough language to read, write, speak, or listen in English.

The ELL performance descriptors are part of the reading and math content standards and can be accessed at <http://www.state.sd.us/deca/OPA/contentstandards/index.htm>.

# Parents' Right to Know

by Diane Lowery

Title I Part A, Section 1111 (h)(6) specifies the following requirement. At the beginning of each school year, any district that receives Title I funds must notify the parents of each student attending a Title I school that the parents may request information regarding the professional qualifications of the student's classroom teachers. The district will provide a response to the parents' request in a timely manner.

The information must include, at a minimum, the following:

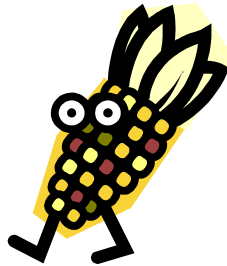
- (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- (ii) Whether the teacher is teaching under an "Authority to Act" status
- (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

- (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Parents may also request information on the level of achievement of the their child in each of the State academic assessments and timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

The notice and information provided to parents must be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

A sample letter will be available on DECA's website at: <http://www.state.sd.us/deca/TA/basic/> when developed.



## Highly Qualified Teachers

Administrators now can track the status of teaching staff by viewing the "[Highly Qualified Status](#)" report online. You will need to enter your district user name and password to access the information in the personal record form located at: <https://www.state.sd.us/applications/common/launchpad/Logon.asp>. The report allows administrators to see which of their teachers are not highly qualified for core content areas they may be teaching. You will also find out more information in the September Admin Memo at: <http://www.state.sd.us/deca/Secretary/AdminMemo/2004/September/trackingstatus.htm>. For information regarding the highly qualified status of teachers, please contact Deedra Gesinger at [deedra.gesinger@state.sd.us](mailto:deedra.gesinger@state.sd.us) or at 605-773-6934.



# South Dakota

## Professional Development for Educators

South Dakota Professional Development is a clearinghouse of staff development opportunities provided by South Dakota not-for-profit education partners. The site is designed by date of the professional development activity and by type of audience. DOE and other educational nonprofit agencies are now using it to advertise and in some cases, register participants. <http://www.southdakotapd.com>



Many people are interested in the NCLB plans to improve education for our children--parents, educators, and people in your community like the small business owner down the street. The Department of Education realizes that few people have the time to read the whole law, but the South Dakota Parent Resource Network has some great information and web sites available to help describe some of the most important points. Visit their website at <http://www.bhssc.org/sdprn/nclb.html> to access these documents.

The South Dakota Parent Resource Network is also working on documents that explain the reading contents standards in parent language as well as listing activities parents can use with their children to help with the state's content standards.

#### **Federal Monitoring**

(Continued from page 1)

<http://www.ed.gov/policy/eisec/guid/edpicks.jhtml?src=ln>

The monitoring report and South Dakota's response to that report is posted on the department's website at:

<http://www.state.sd.us/deca/TA/basic/index.htm>

under General Information, Federal Monitoring.

South Dakota's response was accepted as stated in the USDOE letter dated August 16, 2004. The Title I Director will be providing additional information, clarification, and guidance pertaining to the federal monitoring report in the months ahead.



## **FIRST DAY ONLINE**

Make the First Day of School the best day of each year! Join thousands of schools across the country mobilizing families and communities to get involved in children's education through the First Day of School America.

The First Day of School America campaign offers FREE First Day Activity Guides and other support materials and services to participating schools.

Check out their website at <http://www.firstday.org/>.

## Governor's Teacher Leadership Conference

By: Diane Lowery

The second annual Teacher Leadership Conference will be held on Oct. 25-27. More than 500 South Dakota teachers from public and private schools across the state are expected to attend the conference at the Ramkota RiverCentre in Pierre. Districts will be represented at the conference with teams of two or more teachers. Nomination forms were sent to all superintendents and letters are being mailed to the teacher nominees. Teachers will then register on-line, providing additional information needed to proceed with conference mailings and information.

The conference will focus on supporting educators and districts in implementing No Child Left Behind legislation requirements. Teachers are given the opportunity to network with one another and share skills, knowledge, and techniques.

Concurrent sessions provided on the second day of the conference include: Curriculum, Interpret Data to Impact Decisions, Leadership Training, 2010E – The Future of South Dakota's Education, NCLB Update, and Reading Research. Conference attendees will also be able to choose three breakout sessions from the thirty offerings with topics spanning the grade levels, content areas, and educational issues.

The department is looking forward to this opportunity to again provide professional development to teacher leadership teams from across the state.



### Title I Listserv

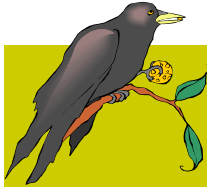
A Title I Listserv is being created as a vehicle in which to get Title I information to the right people. It will also serve as a way for Title I educators to communicate with each other and share ideas.

This listserv is currently **NOT** available, but check the following website in a week or so to find the **Title I Listserv**.  
[www.k12.sd.us/listserv](http://www.k12.sd.us/listserv)

You will then locate the Title I Listserv from the list, click on it, and register at the bottom of the page.







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### Title I Listserv

To join the Title I Listserv please  
register at this website:  
[www.k12.sd.us/listservv](http://www.k12.sd.us/listservv). Select  
Title I Listserv and fill out the  
form at the bottom.



VISIT US ON THE WEB!!  
<http://www.state.sd.us/deca/ta>